

Table of Contents

1. Introduction	1
1.1 The Discovery Problem: Learning About Optics in a Computer-Simulated Laboratory	1
1.2 An Example For the Problem Solving View of Induction: The General Rule Inducer	4
1.3 Focus on Task Analysis	6
1.4 Analyzing Processes of Hypothesis-Driven Discovery	7
1.5 Computer Models of Discovery Learning	9
1.6 Theories, Models, Implementations	10
2. Theoretical Background	13
2.1 Introduction	13
2.2 The Problem Solving Approach To Human Cognition	13
2.2.1 An information-processing model of concept formation	15
2.2.2 Constraints on Induction	16
2.3 Production Systems As Tools For Modeling Problem Solving and Learning	18
2.3.1 Production Systems as Theories of Cognitive Architecture	20
2.3.2 Rule Acquisition in Production Systems	21
2.4 Hypothesis Testing and Evidence Evaluation: Experimental Research	23
2.4.1 Hypothesis Testing	23
2.4.2 Evidence Evaluation	24
2.5 Hypothesis Generation and Testing as Problem Solving	25
2.5.1 Automated Scientific Discovery	25
2.5.2 Condition Finding	28
2.5.3 Learning By Analogy	29
2.6 Conclusions	30
3. The Discovery World Program REFRACt	31
3.1 Introduction	31
3.2 The Domain: Geometrical Optics	31
3.3 Running Experiments and Stating Predictions	34
3.3.1 Conducting Experiments in REFRACt	36
3.3.2 Gathering and Analyzing Experimental Data	43
3.4 Gathering and Recording Data from the Student	46
3.5 Conclusions	47
4. A Study of Learning in REFRACt	48
4.1 Introduction	48
4.2 Subjects and Method	48
4.3 Observations From An Exploratory Study	49
4.3.1 Learning Effects and Final Knowledge States	49
4.3.2 Prediction Categories	52
4.3.3 Discrimination of Relevance	53
4.3.4 Design Selection	58
4.3.5 Determining Covariation	59
4.3.6 Response to Guidance-Free Learning	61

4.3.7 Summary . . . . .	.61
4.4 Analysis of Verbal Hypotheses . . . . .	.62
4.4.1 Overview of S03's and S10's Learning Behavior . . . . .	.62
4.4.2 Search Through The Experiment Space . . . . .	.70
4.4.3 Hypothesis Modification . . . . .	.72
4.4.4 Summary . . . . .	.77
4.5 Conclusions . . . . .	.79
5. Discovery Learning as Problem Solving - A Task Analysis . . . . .	.81
5.1 Introduction . . . . .	.81
5.2 Constraints Based on Empirical Observations . . . . .	.81
5.3 Extending the General Rule Inducer . . . . .	.82
5.4 Search in the Experiment Space . . . . .	.86
5.5 Search in the Hypothesis Space . . . . .	.89
5.5.1 Dimensions of Search . . . . .	.91
5.5.2 Generating Phenomenon Descriptions . . . . .	.93
5.5.3 Modifying Hypothesis Scope . . . . .	.99
5.5.5 Summary . . . . .	.104
5.6 Conclusions . . . . .	.105
6. Computer Models of Hypothesis-Driven Discovery Learning . . . . .	.108
6.1 Introduction . . . . .	.108
6.2 A Quantitative Discovery Model: HDD-SH . . . . .	.108
6.2.1 Model Description . . . . .	.109
6.2.2 Learning Results and Learning Process . . . . .	.120
6.3 Constraining HDD-SH . . . . .	.125
6.3.1 Restricting Function Induction By Preferring Operators: HDD-SHR . . . . .	.127
6.3.2 Restricting Function Induction By Preferring Operators and Variables: HDD-SHLR . . . . .	.128
6.4 Learning variable and operator preferences: HDD-SHOP . . . . .	.130
6.5 Summary: Quantitative Discovery Models . . . . .	.138
6.6 Generating Qualitative Hypotheses . . . . .	.141
6.6.1 Preference For Pictorial Descriptions . . . . .	.141
6.6.2 A Pictorial Description Language . . . . .	.142
6.6.3 Effects of Representation on Inductive Problem Solving . . . . .	.143
6.6.4 A Qualitative Version of HDD: HDD-QUAL . . . . .	.145
6.7 Why Do Learners Prefer Pictorial Representations? . . . . .	.148
6.8 Changes in Problem Representation and the Case of Semi-Quantitative Hypotheses . . . . .	.149
6.9 Conclusions . . . . .	.150
7. General Discussion . . . . .	.152
References . . . . .	.156
Appendix IV.1 . . . . .	.162
Appendix VI.1 . . . . .	.166
Appendix VI.2 . . . . .	.177
Appendix VI.3 . . . . .	.184
Appendix VI.4 . . . . .	.192